Grade 1 Week 10
(5/18/20-5/22/20)

The grid below displays the content for your child to complete daily. Below is the parent letter to explaining the content that will be taught and provides more information about some projects your child can work on this week. There are also additional resources your child can work on that will supplement their learning.

***Reminder:** your child can attend **3 Zoom Sessions** with their teachers! Look for the times below. Don't forget to submit your photo challenge pictures!*

	**Weekly Photo Challenges - Send to your teacher's email or through the Class Dojo App** • Send a photo of the 3-D castle you created! • Send a photo or video of you playing the instrument you made during science • Send in a photo or video of you playing the PE Move Up & Toss Game
	**Sing these songs daily:** • Jack Hartmann 3-D shape song • The Singing Walrus 3-D shape song

	Monday 5/18/20	Tuesday 5/19/20	Wednesday 5/20/20	Thursday 5/21/20	Friday 5/22/20
Daily Content	1. Watch your teacher's **Monday Youtube Video**- check your email or DoJo	1. Attend either the AM or PM **Phonics Zoom Lesson** for your class: Gateway: AM Session: 11:00 PM Session: 2:00 Prospect: AM Session: 10:00 PM Session:2:00 Webster: AM Session: 10:00 PM Session: 1:30	1. Watch the **Network Math Video** from Ms. Corricelli: Grade 1 Math Lesson 3D Shapes	1. Attend either the AM or PM **Math Zoom Lesson** for your class: Gateway: AM Session: 11:00 PM Session: 2:00 Prospect: AM Session: 10:00 PM Session:2:00 Webster: AM Session: 10:00 PM Session: 1:30	1. Attend the **Culture-Building Zoom session** with your class: Gateway: 2:00 Prospect: 2:00 Webster: 1:30 PM
	2. Watch the **Network Phonics Video** from Mrs. Waltner: Grade 1 Phonics Lesson	2. Complete the **Writing Prompt:** Write a "How to make a castle with 3D Shapes".	2. Complete the **Writing Prompt:** Write a "How to make an instrument".	2. Complete the **Find the 3D shapes** Use the following link: Shape Match	2. Watch the **Network PE Video** from Mr. Shields: PE Link Move Up & Toss
	3. Watch the **Network Spanish Video** from Mrs. Melendez: Grade 1 Spanish Video	3. **Math Fluency**: practice the flash cards you've created, use either link: Flashcards Flashcards2 or visit this website: Math Playground	3. Gather materials to create your **Shape Monster** (see below).	3. Watch Ms. Perkins Science Video & complete the science Project: Grade 1 Science Video - Sound Virtual Field Trip	3. Go on ST Math for 30 Minutes.
	4. Go on ST Math for 30 minutes.				
Reading	Read for 20 minutes every day and complete a reading log (Resources page 3). Choose a book from home or log on to Reading AZ https://www.raz-plus.com/. *Email classroom teachers for login information if needed.* Practice reading & spelling your sight words: Sight Word Lists				

Science	Check out these websites for kids and do some exploring on your own! https://www.exploratorium.edu/ https://kids.nationalgeographic.com/ https://www.thamesandkosmos.com/index.php/educators/scienceathome https://www.kiwico.com/blog/2020/03/14/activities-for-5-8-year-olds-at-home/ https://mysteryscience.com/school-closure-planning	Watch the **Network Science Video** from Mrs. Perkins: Grade 1 Science Video - Sound Virtual Field Trip	Students will be creating instruments that will allow them to observe, explore and investigate the patterns of sound waves (pitch and volume). They will plan out a design for their instrument and then create it using materials they can find around the house.
Enrichment	Keep your body moving and your creativity flowing with these additional resources: http://disneyjunior.disney.com.au/games https://www.funbrain.com/ http://www.nickjr.com/ https://www.virtualfieldtrips.org/video-library/videos-by-grade/ https://www.artforkidshub.com/ https://www.brainpop.com/artsandmusic/ https://www.gonoodle.com/ https://www.cosmickids.com/category/watch/ https://switchzoo.com/		

Grado 1 Semana 10
(5/18/20-5/22/20)

*La siguiente tabla muestra el contenido para que su estudiante complete diariamente. A continuación están las cartas explicando el contenido a los padres de lo que se estará ensenando y provee más información sobre algunos proyectos que su estudiante puede trabajar en esta semana. También hay recursos adicionales que el estudiante puede trabajar para complementar su aprendizaje. Recuerdo: su hijo/a puede atender **3 sesiones vía Zoom** con sus maestras! Vea las horas a continuación. No se olvide de enviar las fotos del reto a el app de ClassDojo.*

	**Reto Semanal de Foto – Envie al correo de sus maestras o a través de ClassDojo App** ● Envie una foto del castillo creado en 3D! ● Envie una foto o video tocando el instrumento hecho durante ciencias. ● Envie una foto o video realizando el juego de PE (Educacion Fisica) Move Up & Toss.				
	**Cante estas canciones diariamente:** ● Jack Hartmann 3-D shape song ● The Singing Walrus 3-D shape song				
	Lunes 5/18/20	**Martes 5/19/20**	**Miercoles 5/20/20**	**Jueves 5/21/20**	**Viernes 5/22/20**
Contenido Diario	1. Vea a sus maestras en el Video del Lunes en Youtube: vea su correo electronico o ClassDojo	1. Atienda la **Leccion de Fonetica via Zoom** de su clase ya sea en AM o PM: Gateway: Gr1 AM: 11:00 Gr1 PM: 2:00 Prospect: Gr1 AM: 10:00 Gr1 PM: 2:00 Webster: Gr1 AM: 10:00 Gr1 PM: 1:30	1. Vea el video de **Matemáticas** de Srta. Corricelli: Grade 1 Math Lesson 3D Shapes	1. Atienda la **Leccion de Matematicas via Zoom** de su clase ya sea en AM o PM: Gateway: Gr1 AM: 11:00 Gr1 PM: 2:00 Prospect: Gr1 AM: 10:00 Gr1 PM: 2:00 Webster: Gr1 AM: 10:00 Gr1 PM: 1:30	1. Atienda la sesion de **Edificación Cultural via Zoom** con su clase: Gateway: Gr1 PM: 2:00 Prospect Gr1 PM: 2:00 Webster: Gr1 PM: 1:30
	2. Vea el video de **Fonetica** de la Sra. Waltner: Grade 1 Phonics Lesson	2. Complete el **Tema de Escritura**: Escriba “Como hacer un castillo con figuras 3D”.	2. Complete el **Tema de Escritura:** Escriba “Como hacer un instrumento”.	2. Visite la página web para completar el **Find 3D shapes** (Encontrar las figuras de 3D): Shape Match	2. Vea el video de Educacion Fisica del Sr. Shields: PE Link Move Up & Toss
	3. Vea el Video de **Español** de la Sra. Melendez: Grade 1 Spanish Video	3. **Fluidez de Matemáticas**: Practique las tarjetas creadas, use este enlace: Flashcards Flashcards2 O visite la pagina web: Math Playground	3. Reúna materiales para crear su **Monstruo de Figuras** (vea a continuación).	3. Vea el video de Ciencias de la Sra. Perkins y realice el proyecto de ciencias: Grade 1 Science Video - Sound Virtual Field Trip	3. Vaya a ST Math por 30 minutos.
	4. Vaya a ST Math por 30 minutos.				
Lectura	Lea por 20 minutos todos los dias y complete el registro de lectura abajo. Escoja un libro de casa o entre a Reading A-Z Raz KIDS. Envie un correo electronico a las maestras si necesita la información de ingreso. Practique leer/deletrear sus palabras de vista: Sight Word Lists				

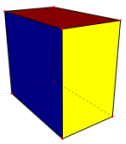
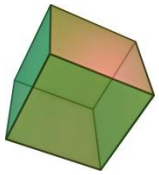
Ciencias	Revise estos sitios web para niños y explórelos! https://www.exploratorium.edu/ https://kids.nationalgeographic.com/ https://www.thamesandkosmos.com/index.php/educators/scienceathome https://www.kiwico.com/blog/2020/03/14/activities-for-5-8-year-olds-at-home/ https://mysteryscience.com/school-closure-planning	Vea el video de **Ciencias** de la Sra. Perkins: Grade 1 Science Video - Sound Virtual Field Trip	Los estudiantes crearan instrumentos que les permitan observar, explorar e investigar los patrones de ondas de sonido (volumen y tono). Ellos planearan un diseño para su instrumento y luego lo crearan usando los materiales que puedan encontrar en casa.
Enriquecimiento	Mantenga su cuerpo en movimiento y su creatividad fluyendo con estos recursos adicionales: http://disneyjunior.disney.com.au/games https://www.funbrain.com/ http://www.nickjr.com/ https://www.virtualfieldtrips.org/video-library/videos-by-grade/ https://www.artforkidshub.com/ https://www.brainpop.com/artsandmusic/ https://www.gonoodle.com/ https://www.cosmickids.com/category/watch/ https://switchzoo.com/		

Letter to Parents explaining this week's content

Carta para los padres explicando el contenido de esta semana

Math: This week your child will be introduced to 3-D shapes. This will build off their knowledge of 2-D shapes that they learned last week. In first grade, students will need to be able to identify and describe 3-D shapes by describing the attributes in the chart below. Students will need to understand that 2D shapes are different from 3-D shapes (i.e. a square is FLAT and has 4 sides and 4 vertices, a cube is SOLID and has 6 faces, 8 vertices (or corners) and 12 edges (or sides).

Matemáticas: Esta semana su hijo/a se le ensenara las figuras en 3-D (3 Dimensiones). Esto respaldara el conocimiento de las figuras de 2-D que aprendieron la semana pasada. En primer grado, los estudiantes deben saber identificar y describir las figuras de 3-D describiendo los atributos en la cuadrilla a continuación. Los estudiantes deben entender que las figuras 2D son diferentes a las figuras 3-D (ej. un cuadrado es plano y tiene 4 lados y vértices, un cubo es Sólido y tiene 6 caras, 8 vértices (o esquinas) y 12 bordes (lados).

Name of Shape Nombre de la figura	Picture Imagen	Real World Shape Figura Real	# of Sides # de lados	# of Vertices/ Corners # de vertices/ esquinas	# of Faces/ Flat surfaces # de Caras/ superficies planas
Cone/Cono			0 sides 0 lados	1 vertice 1 vértice	1 face 1 cara
Sphere/Esfera			0 sides 0 lados	0 vertices 0 vértice	0 face 0 cara
Rectangular Prism/Prisma Rectangular			12 sides 12 lados	8 vertices 8 vértices	6 faces 6 caras
Cube/Cubo			12 sides 12 lados	8 vertices 8 vértices	6 faces 6 caras
Cylinder/Cilindro			0 sides 0 lados	0 vertice 0 vértice	2 faces 2 caras

Pyramid/Piramide			8 sides 8 lados	5 vertices 5 vértices	5 faces 5 caras

Math Zoom Meeting/Reunion de Matematicas via Zoom

In this week's Network Math Video & Zoom session, students will get to go on a Scavenger Hunt for shapes in their homes! You can find a Scavenger Hunt page in the resources (below). Encourage your student to find shapes at home and in the world all around them. For homework, students will be asked to create a 3-D magical castle (see resources below).

En esta semana, la video de Matemáticas y las sesión de Zoom, los estudiantes podrán ir en Búsqueda de figuras en sus casas! Ustedes pueden encontrar la página de Búsqueda de Tesoro en la página de recursos (abajo). Anime a su hijo/a a encontrar figuras en casa y en el ambiente que los rodea. Para tarea, se les pedirá a los estudiantes crear un castillo mágico en 3-D (recursos abajo).

Here are some questions you can ask your child

Estan son algunas preguntas que puede realizar al su hijo/a

- What shape is this? How do you know?/ ¿Que figura es esta? Como lo sabes?
- How many faces/sides/vertices does the shape have? Count them./ ¿Cuantas caras/lados/vertices tiene esta figura? Cuentalos.
- Is the shape 2D or 3D? How do you know?/ ¿Es esta una figura 2D o 3D? Como lo sabes?
- Ask your child to draw a shape or draw an real world example of the shape./ Pidale a su hijo/a dibujar una figura o dibujar un ejemplo real de la figura.

Flashcards and Additional Resources

Tarjetas de Estudio y Recursos Adicionales

We have also provided some links and some work on addition and subtraction fluency! Your child should create math flashcards and practice completing their facts with speed! This can be a daily activity you complete with your child.

También hemos provisto algunos enlaces y trabajos de fluidez de suma y resta! Su hijo/a puede crear tarjetas de estudio de matemáticas y practicar completando sus tablas con velocidad! Esta puede ser una actividad diaria que usted realice con su hijo/a.

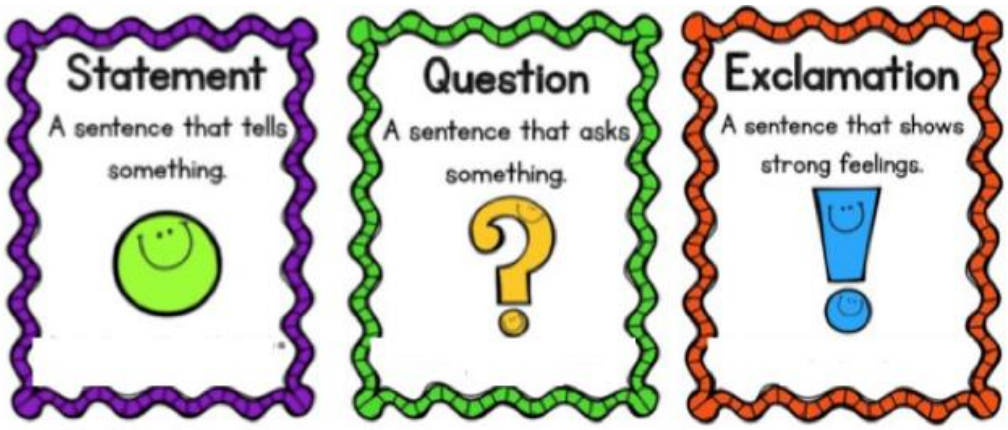
- Here are some links to create flashcards**/**Aqui algunos enlaces para Tarjetas en linea **Flashcards** **//** **Flashcards2**
- Here is a link to online math game/Aqui un enlace para matematicas en linea **Math Playground**
- Here is a link to online shape game/Aqui un enlace para juego de figuras en linea **Shape Match**

ELA/Arte del Lenguaje Ingles

Grammar Concepts/Conceptos Gramaticales

Students will be reviewing statements, questions, and exclamations.

Los estudiantes revisaran declaraciones, preguntas y exclamaciones.



Teachers will review statements and questions in the network video and on the Tuesday zoom call. Teachers will reintroduce students to exclamations. Exclamations are used to express a strong feeling and end in an exclamation mark.

Las maestras revisaran declaraciones y preguntas en el video y la llamada de zoom los martes. La maestras le re enseñaran las exclamaciones a los estudiantes. Las exclamaciones son usadas para expresar un sentimiento fuerte y terminan en un signo de exclamación.

An example of each sentence is below:

Un ejemplo de cada oración está a continuación:

Statement/Declaración	My mom is nice**.** Mi mama es buena.
Question/Pregunta	What is your name? ¿Cuál es su nombre?
Exclamation/Exclamación	I love my friends! ¡Amo a mis amigos!

You can quiz your child by giving them a topic and telling them to give each type of sentence using that topic. For example: the topic is dogs.

Usted puede preguntarle a su hijo/a dandole un topico y diciendoles que le den cada tipo de oracion usando ese topico. Por ejemplo: el topico es perros.

Statement:/Declaración: The dog is brown. El perro es maron.

Question:/Pregunta: Where is the dog? ¿Dónde esta el perro?

Exclamation:/Exclamación: That dog is so cute! ¡El perro es lindo!

Students will also be learning *–ing* and *–ed* as suffixes or endings of words.
Los estudiantes tambien estaran aprendiendo –ing y –ed como sufijos o final de palabras.

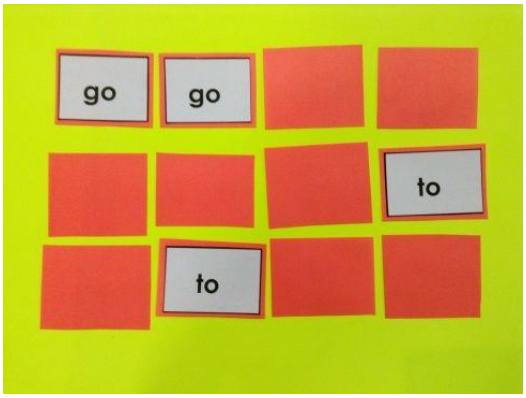
-ed	***-ing***
• Add -ed to a verb (action word) when it has already happened Añada –ed al verbo(palabra de accion) cuando esto ya haya pasado ○ Yesterday, I played at the park. • When a word is CVC (consonant vowel consonant) you double the last letter and add *–ed* Cuando una palabra es cvc(consonante vocal consonante) usted repite la ultima letra y le añade -ed ○ hop ---- hopped ○ clap ---- clapped ○ stop ---- stopped	• When a word is CVC (consonant vowel consonant) you double the last letter and add *–ing* Cuando una palabra es cvc(consonante vocal consonante) usted repite la ultima letra y añade -ing ○ hop ---- hopping ○ clap ---- clapping ○ stop ---- stopping • When a word ends in an 'e', drop the 'e' and add *–ing* Cuando una palabra termina en "e" quítele la "e" y añada -ing ○ like ---- liking ○ save ---- saving

Students need to know the following sight words: Sight Word Lists to make it fun to practice, grab some chalk and make a hopscotch board in your driveway or back yard. Fill in with some sight words and have your child hop across practicing reading and spelling each word. Use paper and pen if you don't have access to a sidewalk area or chalk, to do the same where they can throw an object onto the board. See below for examples.
Los estudiantes deben saber las siguientes palabras de vista: Sight Word Lists
Para hacer divertida la práctica, coja algo de tiza y haga una rayuela en su parqueadero o en el patio. Llénelo con algunas palabras de vista y haga que su estudiante salte en el practicando lectura y deletreo de cada palabra. Si no tiene una área de parqueadero o tiza, use papel y pluma para hacer lo mismo donde los estudiantes puedan tirar un objeto en el cuadro. Vea a continuación ejemplos.

Sight word memory game: In this week's video, sight word memory will be introduced and then students will play with their teachers during zoom. Play at home with Online sight word memory or create using paper and scissors using the sight words listed above.
Juego de memoria de palabras de vista: En el video de esta semana, la memorización de las palabras de vista será presentado y luego los estudiantes jugaran con sus maestras durante su reunión via zoom. Juegue en casa con Online sight word memory o créelas usando papel y tijera usando las palabras listadas en el enlace de arriba.

Directions on how to play memory/Instrucciones en como jugar memorizacion
1. Lay all cards face down/Ponga las tarjetas boca abajo
2. Flip over two cards and read them aloud/Vire dos tarjetas y lealas en voz alta
3. Keep all matches (if the cards are the same words) and turn non-matches back down/Tenga todos los pares (si las tarjetas son de la misma palabra) y vire las que no corresponden de vuelta abajo

4. Count all your matches and read the words again (player with the most matches win)/Cuente todos sus pares y lea las palabras otra vez (el jugador con la mayor cantidad de pares gana)



Materials needed for this week's lessons

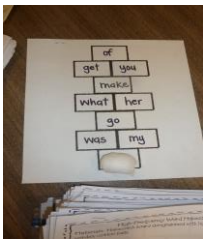
Materials necesarios para las lecciones de esta semana

Practice sight words by playing Hopscotch

Practique las palabras de vista jugando a la rayuela

- sidewalk or open area /vereda o area abierta
- Chalk/tiza
- Paper and pens if you don't have chalk/papel y pluma si no tiene tiza
- Cotton balls or other round object/bolas de algodon u otro objeto redondo









Materials to make your 3-D magical castle

Materials para hacer su castillo magico en 3-D

- Paper/Papel
- Cardboard box/Caja de carton
- Empty cups or cans/Vasos vacios o tarros
- Scissors/Tijeras
- Glue/Goma
- Crayons/Crayones
- Materials found around the house (foil, shoeboxes, water bottles, string, toilet paper rolls)/Materiales que encuentre alrededor de la casa (aluminio, caja de zapatos, botellas de agua, piola, rollos de papel higiénico)



The instructions to create your castle are below.

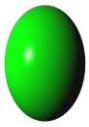
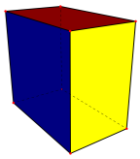
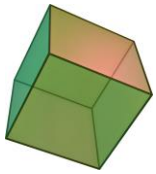
Las instrucciones para hacer su castillo es abajo.

Reading Log/*Registro de Libros*

Date/*Fecha*	Title of Book Read/ *Titulo del libro leido*	Time Reading/ *Tiempo de Lectura*	Family Signature/ *Firma del representante familiar*
Monday/Lunes			
Tuesday/Martes			
Wednesday/Miercoles			
Thursday/Jueves			
Friday/Viernes			

Math Scavenger Hunt/ Busqueda del Tesoro de Matemáticas

If you don't have a printer, create this chart on a blank piece of paper & record the objects you find with the following shapes.
Si usted no tiene una impresora, cree esta cuadricula en una hoja de papel & escriba los objetos que encuentre con las siguientes figuras.

Name of Shape Nombre de Forma	Picture Imagen	Find as many shapes like this as you can around your house! Draw a picture or write the items you find. Busque la mayor cantidad de figuras como estas en su casa! Haga un dibujo o escriba los articulos que encuentre.
Cone/Cono		
Sphere/Esfera		
Rectangular Prism/Prisma Rectangular		
Cube/Cubo		
Cylinder/Cilindro		
Pyramid/Piramide		

Make a 3-D Shape Castle

Haga un castillo con figuras 3-D

Instructions/Instrucciones



Step 1 Build your 3-D castle

Paso 1 Construya su castillo en 3-D

Using your knowledge of 3-D shapes you're going to create a castle! You can construct the 3-D shapes using materials available at home such as paper, cardboard, boxes, cups/cans. Try to include the following 3-D shapes: cone, cube, rectangular prism, cylinder, and pyramid. Cover the materials in paper or color with crayons to make them appear like a castle. Glue the materials together and it will come together to look like a castle! Usando su conocimiento de las figuras en 3-D van a crear un castillo! Pueden construir las figuras 3-D usando materiales disponibles en casa tales como papel, carton, cajas, vasos/tarros. Trate de incluir las siguientes figuras en 3-D: cono, cubo, prisma rectangular, cilindro, y pirámide. Cubra los materiales en papale o coloree con crayones para hacerlos parecer un castillo. Pegue los materiales juntos y parecerán un castillo!

Step 2 Record what shapes you used (see recording sheet below) Paso 2 Escriba que figuras (ve abajo para escribir)

Step 3 Draw a picture of your castle (see below)

Paso 3 Dibuje una figura del castillo (ve abajo)

Step 4 CHALLENGE count the number of faces, sides, vertices

Paso 4 RETO cuente el número de caras, lados, vértices

Total number of shapes in your castle **Numero total de figuras en su castillo**

3-D Castle Recording Sheet

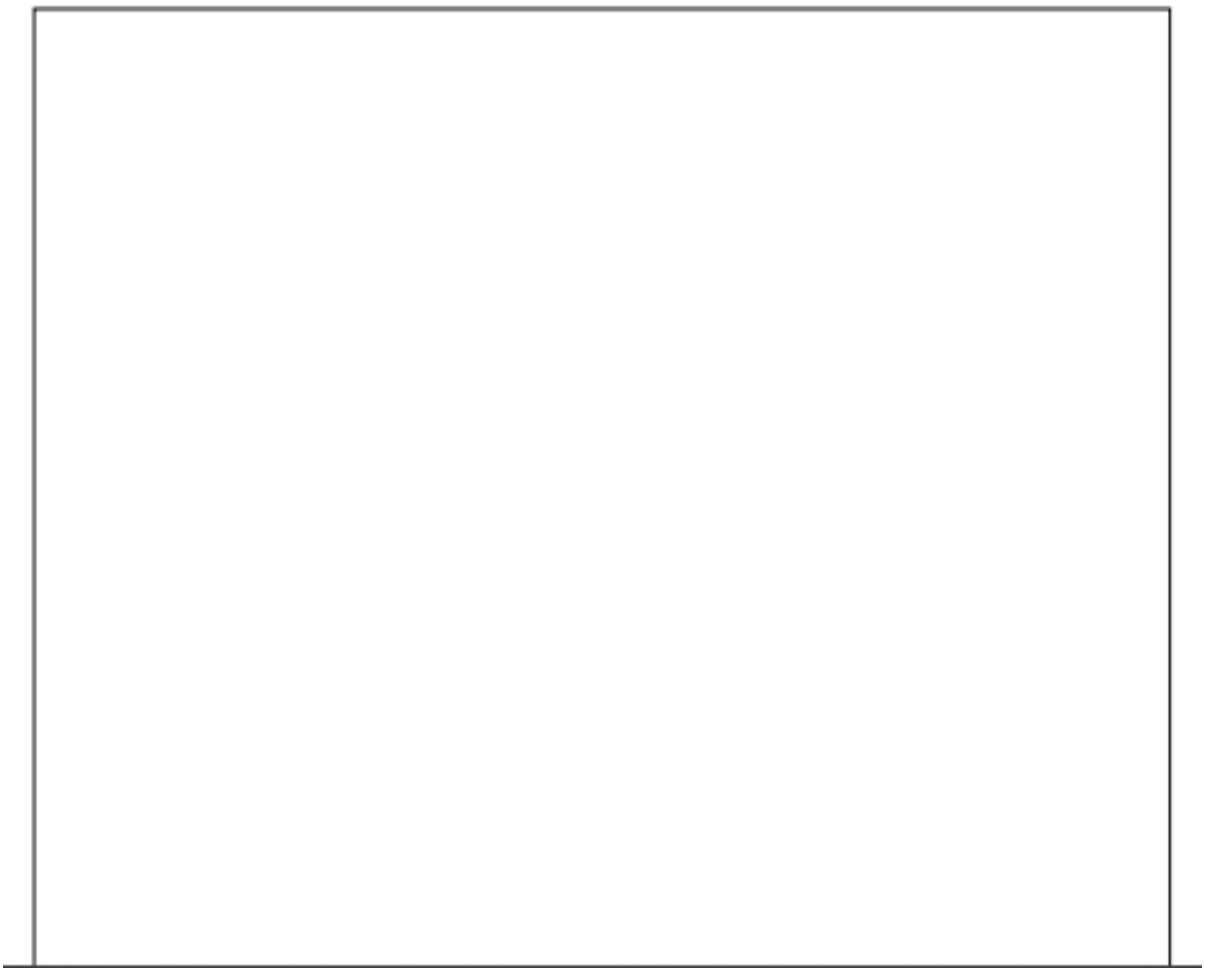
Shape	Faces	Edges	Vertices	Total Number of Shapes in Your Castle	Total Number of Faces, Edges, and Vertices
					Faces: Edges: Vertices:
					Faces: Edges: Vertices:
					Faces: Edges: Vertices:
					Faces: Edges: Vertices:
					Faces: Edges: Vertices:
					Faces: Edges: Vertices:

How many total Number of Vertices are on your castle?

How many total number of faces are on your castle?

How many total number of edges are on your castle?

Final Picture



¿Cuál es el número total de los vertices del castillo?

¿Cuantas caras en total hay en el castillo?

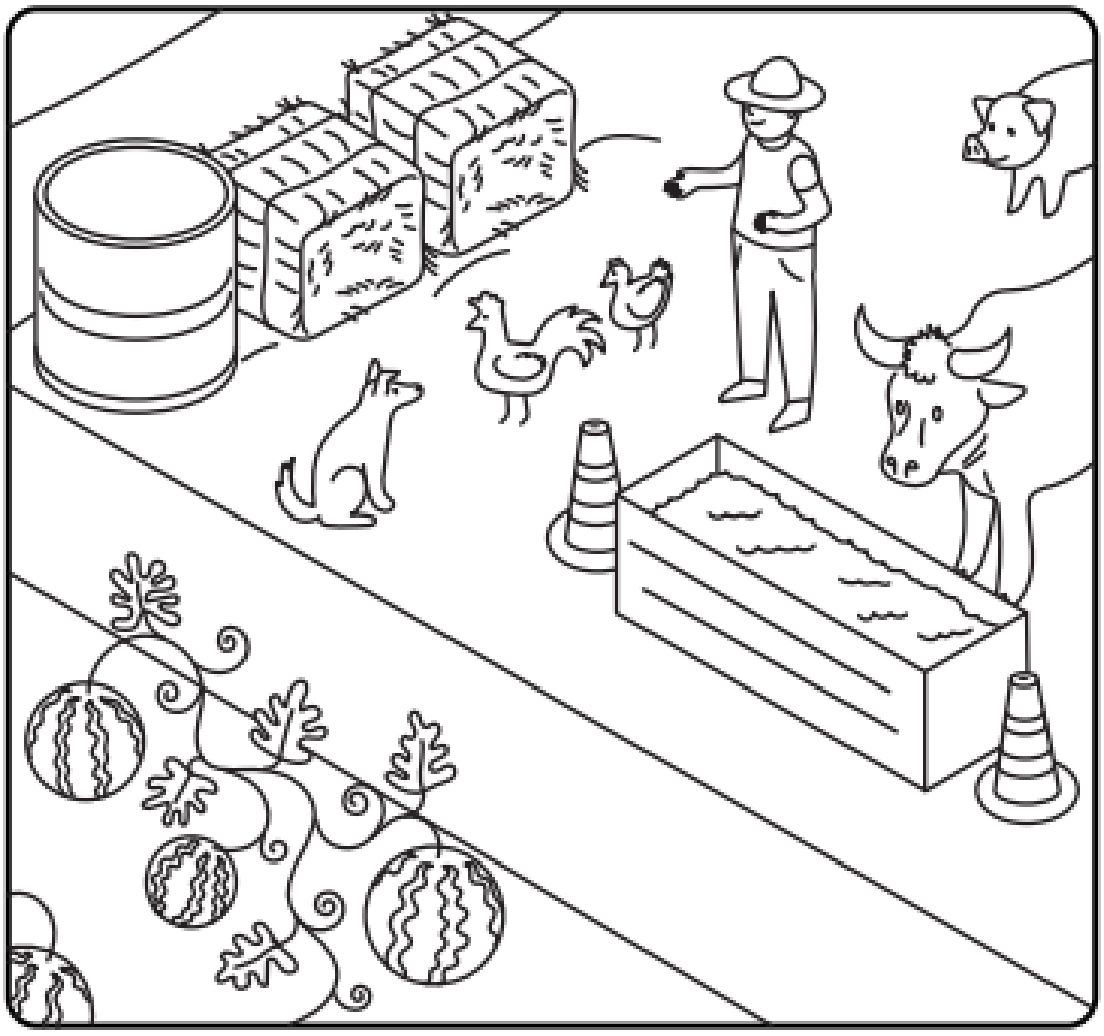
¿Cuantos lados en total hay en el castillo?

Name: _____ Date: _____

Fun on the Farm: Find the 3-D Shapes

Look at the shape picture below. Follow the directions to color the 3-D shapes.

Color all the rectangular prisms **purple**.
Color all the spheres **blue**.
Color all the cubes **green**.
Color all the cones **yellow**.
Color all the cylinders **red**.



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The following stories are the stories that your child will read during their lessons this week. Have them read the stories 3x for fluency and answer the comprehension questions.

Las siguientes historias son cuentos que sus hijo/a leeran durante sus lecciones esta semana. Haga que ellos vuelvan a leer las historias para fluidez y respondan las preguntas de comprensión.

You Never Can Tell

Jack said that he could sell the coin that I found for three hun·dred bucks. But I kept it and took it back to Nan's cab·in.

We got a snack from the ki**tch**·en and then start·ed to chat.

"Can I see the coin?" Nan asked.

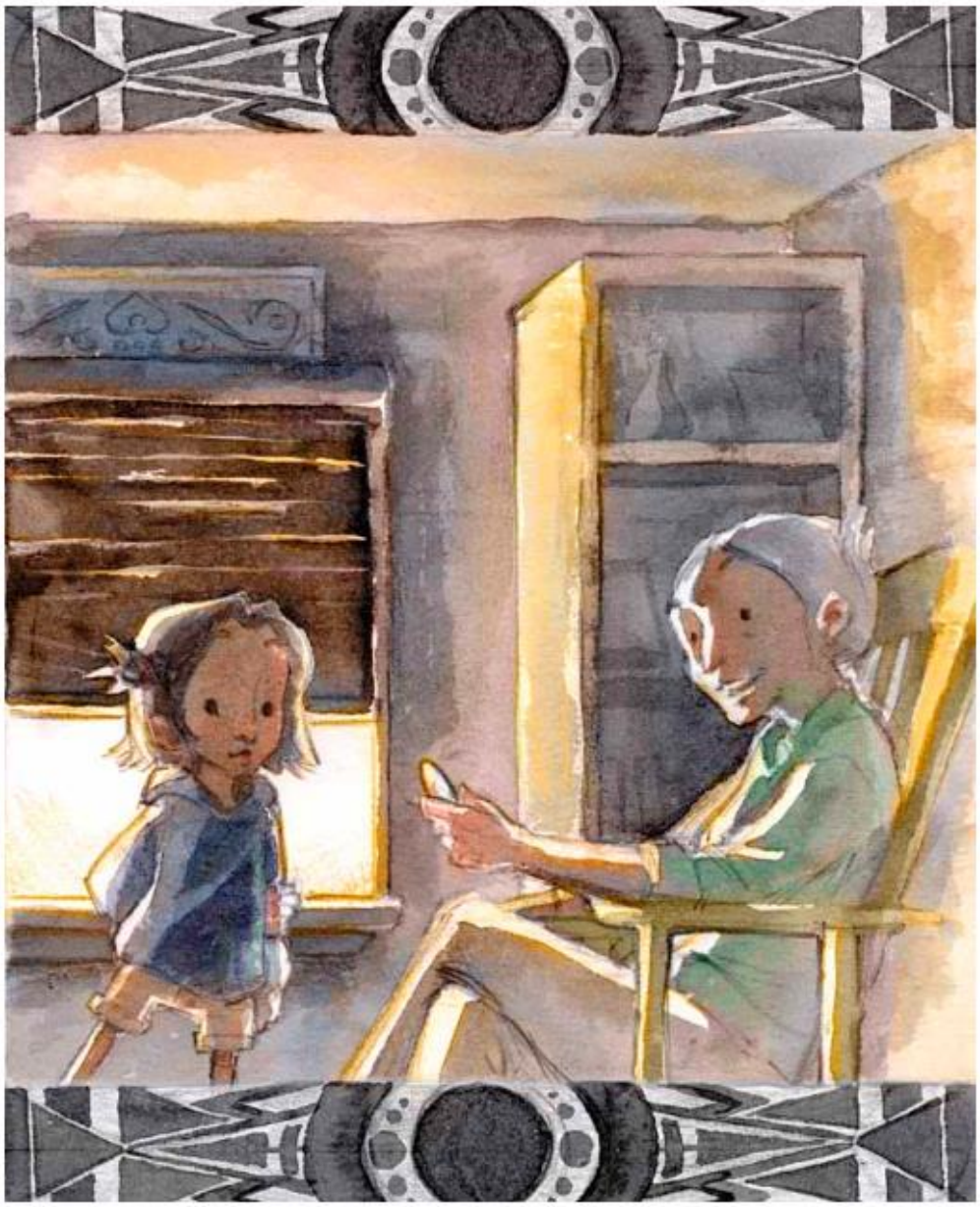
I stre**tch**ed out my arm and gave it to her.

"If this coin had lips," Nan said, "what would it tell us? Would it tell us who left it in that cave and why he or she was there? What ma**g**·ic tale could it tell us?"

"I wish it would," I said. "What is the le**g**·end of this coin?

I stared at the coin for a bit.

14



15

"Could it be that a robb·er hid it there?" I asked. "Did they have robb·ers back then?"

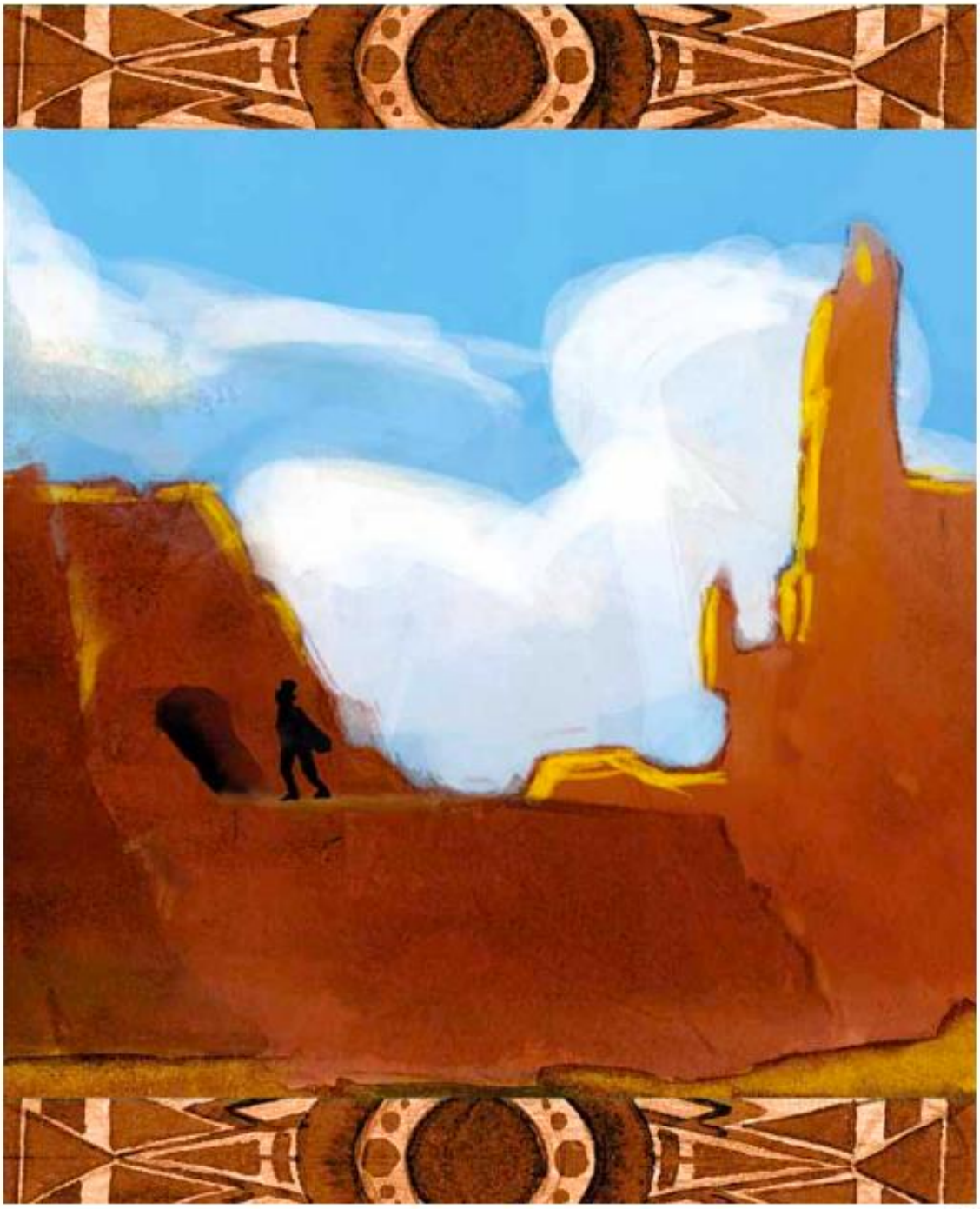
"You bet they did," said Nan. "But why would the robb·er hide just one coin? It seems like he would hide a lar**ge** ba**tch** of coins."

"Per·haps he did not have a lar**ge** ba**tch**," I said. "Per·haps this was all he stole."

"If that's all he stole," said Nan, "then he was not such a good robb·er!"

"Nan," I said, "there's no such thing as a good robb·er!"

Nan smiled and nodd·ed.



17

Af·ter a bit I said, "If this coin costs three hun·dred bucks, a robb·er would feel like he had to hide it."

"Well," Nan said. "Span·ish coins like this one are rare, so Jack can sell them for a lot of cash. But back when this coin was made, it was not rare. There were a lot of coins just like this one. Back then this coin was sort of like a dime."

I took a dime out of my pock·et and said, "So if I keep this dime for a long time, un·til it gets rare and there are not a lot of them left, will it be a three hun·dred buck dime?"

"It could happ·en," said Nan. "You nev·er can tell!"



19

Name _____ **8.2**

You Never Can Tell

1. Nan said Kate had to sell the coin.

   ○ yes

   ○ no

2. Kate did sell the coin.

   ○ yes

   ○ no

3. Kate and Nan think that a robb·er could have hidd·en the coin in the cave.

   ○ yes

   ○ no

4. Things that are rare cost a lot.

   ○ yes

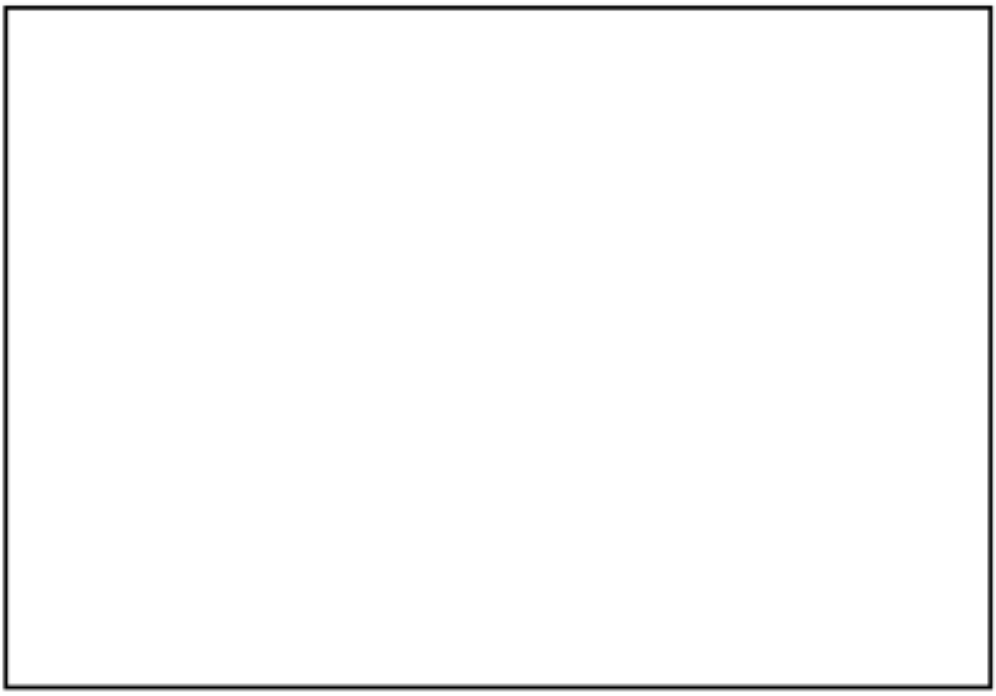
   ○ no

Directions: Have students reread the story and choose the correct answer.

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5. Is Kate glad that she found the coin? Why or why not?

Directions: In the box, have students illustrate a part of the story and write a caption below.



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The Offer

I was sitt·ing in the ki**tch**·en, scra**tch**·ing a lar**ge** bug bite on my leg, when Nan came in.

"I just spoke with Jack," she said. "He made us an off·er."

"What sort of off·er?"

"He off·ered to take us camp·ing with him and Max."

"Who is Max?"

"Max is nine, like you. Jack is his grand·dad."

"What would we do?" I asked.



"Well, we would hike, look at rocks, cook lunch and dinn·er out·side, look at the stars, and sleep in a tent."

"**G**ee," I said, "that sounds like fun! When can we start?"

"To·morr·ow morn·ing!" Nan said.

Name _____ **9.2**

The Offer

1. What was Jack's off·er?
   - ○ His off·er was to take the coin.
   - ○ His off·er was to take Nan and Kate camp·ing.
   - ○ His off·er was to make dinn·er.

Page _____

2. To Kate, camp·ing sounds like . . .
   - ○ fun.
   - ○ it would be bor·ing.
   - ○ a hard time.

Page _____

Directions: Have students read the story and answer the questions.

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3. What will Kate, Nan, Jack, and Max do on their camp·ing trip?

Page _____

4. Will Kate sleep in a bed or sleep in a tent?

Page _____

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Grammar Resources/Recursos Gramaticales

Directions: Read each sentence and circle the correct ending punctuation.
Instrucciones: Lea cada oracion y circule la puntuacion final correcta.

1. The dog is my pet . ? !
2. That dog is huge . ? !
3. Can I go too . ? !
4. The pot is hot . ? !
5. The cat is orange . ? !
6. Watch out for that bee . ? !
7. How are you today . ? !
8. I like to hop . ? !
9. Did you like the book . ? !
10. That book was amazing . ? !

Name: _____

The Kitten



Directions: Rewrite each sentence. Use the correct capitalization and punctuation to fix it up!

1. it is white black and orange

2. what should we name it

3. i like the name milo

4. ava likes tiger

5. jayden likes garfield

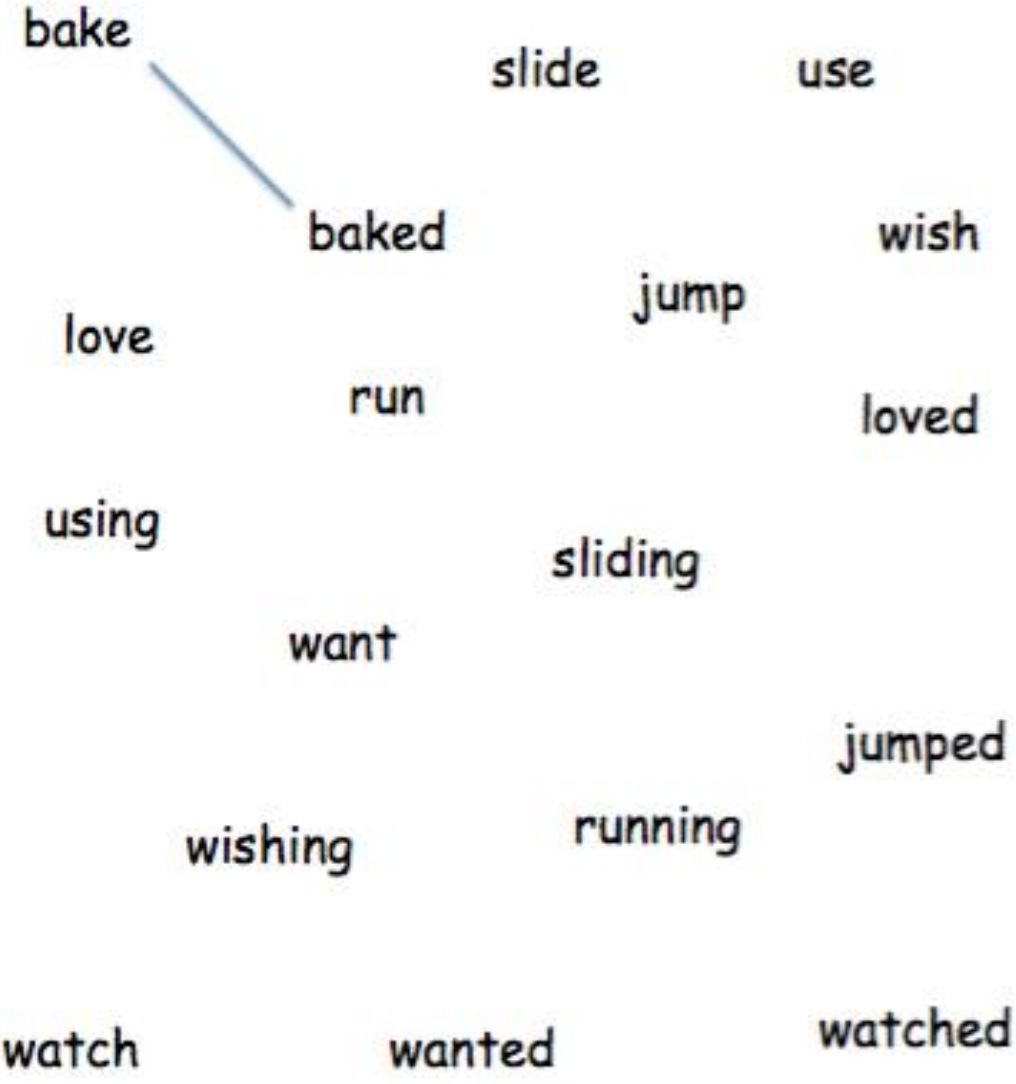
Add -ing to the ending	
sleep	sleeping
call	
run	
swing	

Add -ed to the ending	
walk	walked
look	
talk	
nap	

She _____ over the rock.	jumped jumping
The rabbit _____ to the carrot.	hopped hopping
My sister is _____ her ice cream.	licked licking

Match It!

Draw a line to match each word to its *-ing* or *-ed* ending



Writing Prompt/Guia de Escritura
How to make a castle using 3D shapes?
¿Como hacer un castillo usando figuras de 3D

Name: _____ HOW TO _____

materials:



First,



Next,



Then,



Last,

Writing prompt/Guia de Escritura
How to make an instrument?
¿Como hacer un instrumento?

Name: _____ HOW TO _____

materials:



First,



Next,



Then,



Last,



Science/Ciencias

Time Sonido?

This week in science students will learn about sound! They will learn the vocabulary words **sound waves, vibration, pitch, and volume**. We will discuss how the rate of the vibration will determine the pitch. If the vibration is fast the pitch will be high (like a whistle) and if the vibration is slow the pitch will be low (like a thunderstorm).

Students will create an instrument at home using recyclable materials and other household items. In the video students will learn how to make a drum using a balloon and a tin can. Listed below are some other ideas your child can do to create musical instruments. Once your child has created his/her musical instrument upload a photo or video to your child's Dojo Portfolio. Your student will then be able to share his or her musical instrument on Friday during the class Zoom Meeting, they will be able to perform a concert with the class to showcase their musical instruments!

Esta semana en ciencias los estudiantes aprenderán sobre el sonido! Ellos aprenderán palabras de vocabulario **ondas de sonido, vibración, tono y volumen**. Hablaremos sobre como la taza de vibración determinara el tono. Si la vibración es rápida el tono será alto (como un pito) y si la vibración es baja el tono será bajo (como un relámpago).

Los estudiantes crearan un instrumento en casa usando materiales reciclables y otros artículos del hogar. En el video los estudiantes aprenderán como hacer un tambor usando un globo y una lata. A continuación esta una lista de otras ideas que su estudiante puede hacer para crear un instrumento musical. Una vez que su estudiante hay creado su instrumento musical suba la foto o video de us estudiante en el portafolio Dojo. Su estudiante podrá allí compartir su instrumento musical el Viernes durante la reunión de su clase via Zoom, ellos podrán realizar un concierto con el salón de clases para mostrar sus instrumentos musicales!

Musical Instrument Instrumento Musical	Materials Needed Materiales Necesarios	Example Ejemplo
Sound Jars/Tarros de sonido	Jars or Empty Yogurt Containers, buttons, beads, or rice/tarros o tachos vacios de yogurt, botones, pepas o arroz	
Rain Stick/Tubo de lluvia	Paper towel Roll, saran wrap or similar material to put on the end of the paper towel roll, tape, string, paint or crayons to decorate the tuve/Rollo de toalla de papel, plastico de cubrir o material similar para poner al final del rollo de papel, cinta, piola, pintura o crayones para decorar el tubo	
Singing Straws/Sorbetes de Canto	Drinking Straws cut at various lengths, tape/Cortar los sorbetes en varios niveles, cinta	
Tissue Box Guitar/Guitarra de caja de papel tocador	Empty Tissue Box, Paper Towel Roll, Rubber Bands/Caja de papel tocador vacia, rollo de papel de toalla, ligas	

For more ideas on DIY Musical Instruments check out this site that has other ideas – https://redtri.com/homemade-instruments/slide/1 or you can do a google search DIY Musical Instruments for other websites and ideas for other types of musical instruments.
Para mas ideas de hacer instrumentos por si mismo revise esta pagina que tiene otras ideas:
https://redtri.com/homemade-instruments/slide/1 o puede hacer una búsqueda via google DIY Musical Instruments para otras páginas web e ideas de otro tipo de instrumentos musicales.

Name _____

Vocabulary Words/Palabras de Vocabulario

Use the vocabulary word in a sentence and draw a picture to match your sentence.
Use la palabra de vocabulario en una oracion y dibuje la figura para parear su oración.

Sound is a type of energy made by vibrations. This movement, called sound waves, keeps going until they run out of energy.
Sonido es un tipo de energia hecho por vibraciones. Este movimiento, llamado ondas de sonido, se mantiene en movimiento hasta que se termine la energía.

_____

Pitch the rate at which vibrations are produced.
Tono el ritmo al cual las vibraciones son producidas.

_____

Volume is the volume of sound is the measure of loudness. To quantify volume, we use decibels. The more decibels, the louder the sound is.
Volumen es la capacidad de sonido que mide el ruido. Para cuantificar el volumen, usamos decibels. Mientras mas decibles, mas alto es el sonido.

Name: _____

Homemade Musical Instruments/Instrumentos hechos en Casa

Plan: What are you using to make your instrument? Draw or write what materials you will be using to create your homemade instrument.
Plan: Que usa para hacer su instrumento? Dibuje o escriba los materiales que usara para crear su instrumento hecho en casa.

Draft: Draw a picture of what you want your instrument to look like.
Borrador: Dibuje una figura de como quiere que su instrumento luzca.

Final – Answer these questions after you make your instrument.
Final- Despues de hacer su instrumento y responder las preguntas:

1. What instrument did you create?/Que instrumento creastes?

I created a _____.

2. What pitch does it make when you play it: Is it loud or soft?/Que tono hace su instrumento cuando lo toca: es alto o suave?

The pitch is _____.

Math Connection/Conexion Matematica

1. What Flat (2-D) Shapes are in your draft?/ Que figuras planas (2-D) estan en su borrador?

_____

2. What Solid (3-D) shapes are in your homemade musical instrument?/Que figuras solidas (3-D) estan en su instrumento hecho en casa?

_____

Name:_____

What do you hear? Que escuchas?

Listen to the sounds outside, write down what you hear. Put what you hear in the right space depending on if it is loud, soft, high or low.
Escuche los sonidos afuera, escriba lo que escucho. Ponga lo que escucho en el espacio correcto de acuerdo si es fuerte, suave, alto o bajo.

Loud/Fuerte	Soft/Suave
High/Alto	Low/Bajo